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A Greater Kentucky

A discussion of the Declaration of Principles and Aims adopted by the Kentucky Educational Association. This address was delivered at the Warren County Farmers' Chautauqua, held at Mt. Pleasant, 1913.



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SUPERINTENDENT OF PUBLIC INSTRUCTION
FRANKFORT, KENTUCKY

A GREATER KENTUCKY

— BY —

H. H. CHERRY,

President Western Kentucky State Normal School,

BOWLING GREEN, KY.

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H. H. Cherry, President Western Kentucky State Normal
School, Bowling Green, Ky.

Kentucky has an area of 40,598 square miles, of which 40,181 is land and 415 water. It has a population of 2,289,905, and ranks fourteenth in population and thirty-sixth in land area among the states and territories of continental United States. The 1910 Federal census lists Kentucky as the forty-second State of the forty-six in rank of percentage of growth in population during 1900-1910. From 1890-1900, the increase in the population of Kentucky was 15%; and from 1900-1910, it was only 6.6 %. Forty of the one hundred and twenty counties show one-third actual loss in population. We ranked twelfth in population in 1900, and fourteenth in 1910. The largest average growth in population in the United States during the period was in Washington, which shows 120.4%.

This is a poor showing in percentage of growth in population for a great Commonwealth like Kentucky. I shall mention what I believe to be a few causes for this unsatisfactory growth:

Lack of state-wide policy and unity of effort; too many idlers and loafers; too much politics; need of more leaders; cheap and rich lands in the West, and the need of Agricultural education in Kentucky; professional opportunities in the West; bad roads; inadequate educational facilities; our system of taxation; inadequate capital for the development of Kentucky resources; and need of manufactories.

"A great State must have vision, purpose and unity of effort. It must have moral, intellectual and industrial ideals and work to accomplish them. It must be affirmative and fearless." A State without a policy is like a ship at sea without a compass, and a man without a vis-

ion. The policy for the development of Kentucky has been too indefinite, negative and vague. Our civic, social and industrial standards have been too frequently made by men who have appealed to the prejudice and ignorance of the people rather than by a consideration of the fundamentals of permanent and universal development. A State becomes a vitalized, working, drawing, growing organism largely through the spontaneous life of the people, and this spontaneous life depends largely upon universal progress and a square deal for every citizen. A great State is one where each citizen is fired by a noble purpose, is led by a burning faith, and preaches the gospel of work and efficiency by loyally supporting his State and by giving to it a full day's service and a rational, sympathetic, constructive, growing life. A lofty effort in the interest of State unity and universal development is one that fundamentally concerns self-regeneration and the training of every child in the land for a patriotic and efficient service.

There are too many people who are knocking on Kentucky instead of talking for her. The great Western life is progress and unity; all who have been in the sphere of the Western spirit have felt its thrill and enjoyed the experience. Every citizen in the West is an informed and fearless booster of his country. His own community, city, county and State are always the best on the round world. No man can remain in the West and be a knocker without being branded by public sentiment as an undesirable citizen. The idle knocker is a parasite and a burden to any community. He interferes with progress and does nothing to improve life. He is usually against every movement inaugurated in the interest of the people and every man who takes an aggressive interest in the movement. He has no ideas or plans of his own that will develop the community. He simply complains, growls, and knocks. He occupies a chair in the community's household and, while he sits in front of its hearthstone, warms his feet, eats its roasted apples, and enjoys its fellowship and hospitality, he criticizes and makes no contributions to the moral, intellectual, physical, and industrial life of his State. Kentucky is a land of optimism and opportunity, unfit for dead men and knockers and suitable only for live men and boosters. We should develop an aggressive State loyalty, a human atmosphere

that will be a fire under the feet of every chronic kicker. We should build a guillotine out of public sentiment to be used on the neck of every reactionary and grouch. All of us like to live where the people have faith in their State, are talking for it, and are living busy, happy, patriotic lives. Kentucky invites constructive criticism and work but it has no place for destructive criticism and idleness.

We have too many elections and too much politics in Kentucky. Much valuable energy has been dissipated during our political campaigns, and the partisan spirit has frequently ruled when the fundamentals of human progress should have prevailed. Our campaigns of abuse and vilifications have frequently paralyzed business, destroyed community ideals and cooperation. The holding of public office, the drawing of salary and the control of party machinery rather than a public service, have too frequently been the motive behind the political campaigns of Kentucky. These things have a devastating effect upon the progress of the State as well as upon its population.

Too many of our young men of brain and character who have the power of initiative are afraid to make a trial at leadership. The unworked and undeveloped fields of Kentucky call men to put out more boldly and to make a braver venture of their faith, to stop dabbling in the shoals of life when they are called to the great sea to meet the breakers, to feel the swells, and to experience the thrill that comes from the larger leadership. Too many of us have been fishing in minnow holes. When I was a boy I used a minnow hook, a thread, and a worm and fished in a hole of water about two feet deep that was under the roots of a sycamore tree that stood by the bank of a creek. Only minnows inhabited this hole of water. A person may fish in this place all his life and he would never catch anything but a minnow. If he does not go to the larger waters he will never know the difference between the thrill that comes from the feeble tug of a minnow and the thrilling pull of a two pound bass. Many of us have not experienced the pleasure and the profit that come from making three blades of grass grow where only one grows now, from a self-challenge, a self-discovery, and finally from a complete use of all our faculties. Too many of our young people withdraw from school

before they are prepared for the higher duties of life and afterwards become mere human machines. They may be managers, workmen on farms, in the factories, drivers of delivery wagons, clerks, bookkeepers, agents for various interests and subordinates in other positions when they are by nature leaders who should be at the head of institutions, farms and enterprises of all kinds. Kentucky needs leaders of vision and nerve in all of the divisions of human activity who fully value the opportunities offered by Kentucky and are willing to become civic and social pioneers and directors in industrial progress. While we solicit and cordially welcome the energy and money of other States to work with us, we at the same time insist that we should not forget that the responsibility of ownership and of leadership inherently falls heavily upon us and that our children are entitled to their share of the wealth of our fields, hills and mountains.

I speak as a Kentuckian who was born and reared in humble and almost obscure life among the rural hills of our State, as one who has given the best efforts of his life to his native State and to the work of ennobling, enriching and enlarging human activity in our Commonwealth. I love every inch of Kentucky life and soil. Nature has endowed our people with ability and leadership. I do not believe that God has a favorite; but if He has, it is the Kentuckian. I believe there are by nature more great men and women to the square inch in Kentucky's population than can be found among an equal number of people in any other Commonwealth. The names of Kentucky's illustrious sons are written on almost every page of history that has been recorded since Daniel Boone first found his way into the Kentucky wilderness. Kentucky gave to the country a Clay whose logic and oratory instructed and charmed the world. She numbers among her distinguished sons a Breckinridge, a Marshal, a Prentiss, a Lincoln, a Crittenden, a Hardin, and many more of the most brilliant lights known in American history. She has furnished governors, congressmen, judges, industrial leaders, and great men in all walks of life, to other States. Kentucky, however, is charged by some with having depended during recent years upon her reputation. She is charged with having been asleep and with a failure to use her opportunities, but all of us now agree that the sun shines bright today

in our "Old Kentucky Home." I believe Kentucky will some day occupy the first place among the Commonwealths of the nation. If I had the time, I would enjoy speaking of Kentucky's history and telling about her achievements and the lives of her illustrious sons, but it is now more important to ask where are the men who will in future years blaze the way to higher civilization in all the divisions of human activity. The future citizen is the child of today. The child of today is the Kentucky of tomorrow. Noble childhood will rise in its glory and be the Greater Kentucky, the greater leadership, the greater spiritual and industrial pioneer when we reach, train, and inspire the children of the Commonwealth to noble deeds and action.

Cheap and rich land in the West has induced many people to leave our State. There are thousands of Kentuckians in the Western States. They tell us that almost one-third of the population of Oklahoma is composed of Kentuckians. Many have left our State and are farming in the West because they were not informed as to the possibilities of the soil of our own State. They wore out the land because they did not know better and left it because they did not know how to restore it, and went West in order to have rich and productive land to cultivate. There are men who have lived in four, five or six different States; they have taken fifty years to cross the continent; they have pursued the plan of going to a new country and remaining as long as the land was productive, and then moving into another State. They have taken from the land without giving to it. They have been robbers of the soil without knowing it. Kentucky lands have been bled; and if we expect to bring the people into Kentucky and to hold those we have, we must not only instruct the people in the practical methods of cultivation, but we must train them in the methods of restoring the land to its original productivity. An intelligent stimulation and instruction in the Agricultural fields of Kentucky will do much toward the development of a permanent and stable commerce and population.

The opening up of great Western Commonwealths, the building of cities, the establishment of commerce, the cultivation of the broad and rich acreage of the West, the organization of schools and churches and other enterprises, have created many opportunities for the profes-

sional man, and many of our leaders in the professional walks of life have left our State. We read almost daily of the brilliant careers of former Kentuckians who are now leaders in public life in the West.

Some roads in Kentucky are as fine as can be found in any State in the union, but good roads are confined to a very small part of the territory of the State. The people do not realize the value of good roads. The mud tax falls heavily upon them and frequently defeats them in their desires to succeed and to build up a thrifty community. Many of them oppose any effort to have good roads because they do not know the economic, social and industrial value of well-constructed and maintained public highways.

"We know that good roads, like good streets, make habitation along them most desirable; they enhance the value of farm lands, facilitate transportation, and add untold wealth to the producers and consumers of the country; they economize time, give labor a lift and make millions in money; they save wear and tear and worry and waste; they beautify the country and bring it in touch with the city; they aid the social and religious and educational and industrial progress of the people; they make better homes and happier firesides; they are the avenues of trade and transportation of marketable products—the maximum burden at the minimum cost; they are the ligaments that bring the country together in thrift and industry and intelligence and patriotism; they promote social intercourse, prevent intellectual stagnation, and increase the happiness and prosperity of our producing masses; they contribute to the greatness of the city and the glory of the country, give employment to our idle workmen, distribute the necessities of life—the products of the fields and the forests and the factories—encourage energy and husbandry, inculcate love for our scenic wonders, and make mankind better and happier."

"The State that has the men has the present, and the State that has the schools has the future. A great commonwealth can not be bestowed; it must be achieved through education." Our Commonwealth's idealization of education is the result of the law of self-preservation. It recognizes its own being as an organism composed of spiritual atoms that are capable of growth or degeneration, in-

telligent patriotism or anarchy. It is natural for our government to idealize an intelligent, active, rational, aggressive citizen. It takes a full-grown mind to reach and a full-grown heart to feel a full-grown democracy. "It will take full-grown citizens to make a full-grown Kentucky, and a full-grown school system developed to the highest degree of social and industrial efficiency to make full-grown citizens." Our noble boys and girls stand by our side armed with ability and nerve ready to accomplish the larger Kentucky, if we will only give them an opportunity. We greet childhood today and recognize a patriotic call for education and more abundant education, ideas and more noble ideas, more government by the teacher and less government by the policeman, more government by the school-house and less government by the military camp, more and better schools and fewer jails and penitentiaries, more scholars and fewer criminals, more freemen and fewer slaves, more life and still more life. We need more life, and every patriot will join in the great work of putting at the door of every child in the land a modern school-house with equipment and sanitation, a democratized course of study, and a teacher of scholarship, character and personality. We believe in a State policy and efficiency that will ring the moral, intellectual and industrial "rising bell" in the life of every child in our land.

The Kentucky school of tomorrow will treat Kentucky conditions. The courses of study will be built upon the twenty-two hundred thousand human heads, human hearts and human bodies of our State. The inalienable educational rights of every individual will be considered. The home, the kitchen, the shop, the factory, the farm, the public highway and community will become laboratories for the school. "The school will be culturalized, socialized, industrialized, vocationalized, and democratized." It will improve the productive capacity of all the people, and, at the same time, vitalize wealth with the spirit of service; it will diffuse wealth among all the people, not letting it get into the hands of the few; it will take poverty and misery out of the home and fill it with life; it will be a school "of the people, by the people, and for the people;" it will be the most vital organ of the community body, "the source of the currents of life—a fountain of democracy."

Kentucky as a State can not be indicted for a lack of liberality or interest in education. The ad valorem tax for the State of Kentucky is fifty cents for every hundred dollars of taxable property. More than one-half of this is expended annually for the common school system. Kentucky as a State has been liberal in providing for the common schools. Most of the rural schools of Kentucky prior to the enactment of the new and progressive laws of 1906, 1908, 1910, 1912 depended almost entirely upon the State for their support; and, as a result, the people of the local communities withdrew their interest and the schools failed to accomplish proper educational results. Great progress is now being made in the development of a modern school system. The course of study is being vitalized; the teacher is better qualified and the physical conditions are being improved.

The following statistics given out recently by the Department of Education are eloquent of progress:

"In 1910 the census of white children was 528,712; in 1912, 527,336; a decrease of 376 children in the State. It is probable that this decrease is more apparent than real and is due to a more accurate census. In 1910 the enrollment in white schools was 385,415; in 1912, 413,094; an increase of 28,679, or nearly eight per cent. In 1910 the average daily attendance was 115,323; in 1912, 229,631; an increase of 74,308, or nearly fifty per cent. This is a remarkable showing and most gratifying."

The most serious indictment that can be justly registered against Kentucky is her failure to organize the educational agencies of the State in the interest of economy and efficiency, and to bring the State's educational business under an effective system of administration. Recent General Assemblies, the Department of Education, and educators and laymen, however, have been working on this problem and have accomplished marvelous results, and are now looking to the future for greater achievements. Kentucky for many years made the monstrous error of turning over to incompetent hands millions and millions of dollars from the State Treasury without exacting an educational standard or without offering a plan for an effective administration of the fund. As a result, millions of dollars were wasted on incompetent teachers, poor school-houses, inadequate and antiquated equipment

and a small, vacillating and uncertain attendance. The fundamental task before the men who are directing our State's system of education are these:

1. "To bring together all the educational agencies in the State into a system of educational machinery organized in the interest of economy and efficiency."
2. "To devise and get enacted a body of revenue law which will provide for all educational and governmental purposes funds that will be adequate in amount and stable in character."
3. "To bring the State's educational business under an effective system of administration."

These three tasks are so intimately related that the working out of any satisfactory scheme for financing the business will involve the working out of a scheme for its organization and administration. These three tasks are in fact but three aspects of one constructive work. Much has already been done in this direction, and the State is getting much greater returns for every dollar it is investing in education.

I do not believe there is any one thing so contagious in a community as a good school. People will not often leave a community where there is a good school, but many will move into it in order to have the educational advantages it offers. A good road leading to a good school in every community in Kentucky would double her population and wealth.

I believe the present tax system of Kentucky is one of the greatest barriers in the way of development. The preliminary report of the tax commission shows that this is a vital question that demands the immediate attention of our people. We are not likely to have uniform, efficient, and just development in our State until a new tax system is established. Men who have given the question careful study believe that our system of taxation has paralyzed business and kept capital from investing in the State, and has in this way greatly affected our population. Time will not permit a discussion of this important question.

More capital is needed to develop Kentucky. "Working capital is the foundation stone for commercial enterprise." Kentucky reports in 1913, \$243,046,747.66 banking.

This includes capital stock, surplus, undivided profits, banking houses, furniture and fixtures, and other assets. The total deposits in 1913 was \$145,028,585.16. The city of Pittsburg alone has a banking capital of \$150,000,000 and deposits amounting to \$350,000,000. The deposits in the savings banks of Kentucky amounted to approximately \$18,000,000, while Maryland had \$86,000,000, and Massachusetts \$761,000,000. What a tremendous impetus would be given to business in our State, if she had in her savings banks \$761,000,000 to be distributed in the arteries of commerce.

We are told that the largest undeveloped coal field in the world lies largely in Kentucky. It is estimated that almost twenty billion tons of coal lie imbedded in the mountains of our Commonwealth, enough to supply the demands of the entire United States for hundreds of years; but, notwithstanding this vast coal area and other inexhaustible material resources and unsurpassed fields for the manufacturing business, we continue to ship our coal and our raw material to the manufactories of other States and spend millions of dollars for the product made from the raw material by these factories. Instead of permitting our people to go to other States to help run their factories, we should offer them employment at home and help to supply the markets of the world with the finished manufactured article. This condition will continue until we appreciate and use our opportunities. Take the automobile business, for example. Detroit claims forty automobile factories, which takes from Kentucky a large amount of money. What is true with the automobile business is true with other things.

With the exception of Texas, Kentucky leads the South in natural resources. It has a land area of 25,715,840 acres that is worth on an average of \$21.83 per acre. It has 259,189 farms, with an average of 85 6-10 acres each. Of this number, 245,499 are operated by native whites, 1,956 by foreign-born whites, and 11,730 by negroes. Of the native white farmers, 33.3 per cent are tenants. While of the foreign born only, 13.4 per cent are tenants. Among the non-white farmers, the tenants constitute nearly one-half of the total number. All the farms, including foreign property, are valued at \$773,789,770, an average of \$2,986 per farm. The owners of the farms operate 171,325 of them, and 87,860 are operated by tenants. There are 33,099

mortgaged farms in our State. In 1890, 4.1 per cent. of the farms in Kentucky were mortgaged; in 1900, 15.2 per cent.; and in 1910, 19.5 per cent. This shows a tremendous increase in the number of loans placed upon the farms of our State. Seventy-five and seven tenths per cent., or about 1,717,428 people of Kentucky, live in the rural sections and pursue agricultural pursuits.

This statistical statement shows that almost four-fifths of Kentucky is rural, and that the most vital question before our State is the one looking to rural improvement and efficiency. We have a gigantic rural inheritance and opportunity. We have the climate, the shower, the sunshine, the soil, and the people, but we are not producing enough. Our earning capacity is less than one-half what it should be. Most of our farm homes are in need of the necessities of life, and modern equipment and improvement. Many of our noble women are subjected to biting hardships, and the children are deprived of educational advantages that will prepare them for their chosen work.

The people do not need money so much as vision, moral and intellectual stimulation and direction, not only concerning things spiritual, but things material. The development of our State depends more upon the possession of information and constructive ideals and an appreciation of our opportunities than upon the possession of dollars, more upon an improved moral and intelligent effort than upon an improved physical effort, more upon a day's work that is vitalized by intellectual, spiritual and physical change and relaxation than upon physical drudgery, a dead day's work where only the hand and body are brought into action by the worker. The citizen who remarked that he did not subscribe for a newspaper and did not read because he did not have time to read, must learn that the reason that he does not have time to read is because he does not read. Every citizen, to the extent that he is able, should provide good books for his home, subscribe for one or more of his county papers, a leading magazine, agricultural, educational, and religious publications, and for at least one of the great Kentucky dailies or weeklies, and other wholesome current literature that discusses the living questions of the time and the movements of the world. Millions of dollars can be made and saved and much human suffering prevented and removed by stimulating the people to the habit of

careful reading, accurate thinking, and just acting. Most of our troubles are fundamental; they begin in the individual. The people have not learned the inherent relation that exists between life and property, and that the soul is the ticker that largely determines the commerce of the world. They do not know that a poverty of life makes a treacherous commerce, and that economy must begin with the theory that "efficient training precedes thinking capacity; thinking capacity precedes earning capacity, and earning capacity precedes industrial progress. Extend the vision of mind and electrify the heart, and you broaden and vitalize the fields of commerce." Build up the efficiency of the school, of the church, of the library, and all other agencies of like nature, and you quicken and enrich life and develop industrial thrift. We can pay off the State deficit, fill the Treasury, and meet the crying needs of the home and the community by developing in the lives of our people constructive ideals, and by making them proficient workers and producers in all of the walks of life.

We assist in solving the fiscal problems of Kentucky "by increasing the productive capacity of the people, by developing a citizenship whose behavior will reduce the expense for criminal prosecutions and make additions to jails and penitentiaries unnecessary, by developing a rugged honesty that will cause every citizen to list his property at its proper value, and by making every person a productive, honest, patriotic citizen who puts public interest above private gain. Every idler, every unskilled laborer, farmer, housekeeper, every unqualified preacher, teacher, doctor, lawyer, and every other incompetent workman in every other human endeavor, reminds us most forcefully of a lost opportunity and of spiritual and material waste." Most deficits of all kinds begin in the soul, and they will exist as long as human waste exists. Our remedy is in universal righteousness and intelligence.

When I speak of education, I do not mean something remote, something at a distance, but of life, constructive, poised, productive life that works and serves today. Education is life and life is education. I mean by education a poised intellect, a righteous heart, a healthy body, and a working hand in the home, on the farm, in the blacksmith's shop, in the factory, in the professions and elsewhere.

Spirit is the endowment fund of a democracy. The soul is the energy that is behind commerce and every other great achievement that enlarges and ennobles life. It is the great central power-house somewhere in the center of the universe that turns the wheels of progress. In fact, nothing has ever been accomplished by human hands in the outward world that did not begin as a concept in the world of mind. Wherever our eyes go, they behold the product of the spirit. Tobacco barns were burned before the blaze was witnessed by the physical eyes; Captain Rankin, of Reelfoot Lake, Tennessee, was hanged before the rope was put around his neck; that riot appeared upon the fields of the soul before it appeared upon the streets of Springfield, Ill.; that negro was burned in Texas before the fire was kindled under his feet; that ballot was mutilated and the election debauched before the voter entered the booth. I am trying to say that the Commonwealth's house will be in bad order until the soul's house is put in good order by Christian education.

"The most pressing problem now before the State is the one that relates to its fiscal affairs, to a revision of our system of taxation, to the establishment of the business of the State upon sane and democratic principles. The fiscal item is related to every move inaugurated for the improvement of life. This makes it one of universal interest. The education of the people is the largest business item connected with the management of the Commonwealth. The enactment of a measure that will improve the finances of the State and provide for the punctual payment of her obligations, would be more in the interest of education than in the interest of any other one department of State endeavor. Making needed appropriations to the educational institutions of the State, to agricultural education, and to all worthy causes, is thoroughly in line with progress and a patriotic and efficient administration of government. The responsibility of fiscal leadership falls heavily upon those men who have been chosen by the people to administer the affairs of the government. We should give active support to any efficient and just method that may be advocated that will solve the fiscal problems and provide for the punctual payment of the obligations of the State."

Every citizen in Kentucky should be active in supporting a policy that will remedy the fiscal troubles of the

Commonwealth and put her where she can pay her obligations punctually as they fall due.

It is a mistake, however, for us to think for a moment that our State is a bankrupt. Kentucky's deficit is to the State about what a hundred-dollar debt would be to a citizen who owns one thousand acres of rich bluegrass land. Taken as a whole, there is not a State in the Union that is in finer condition; she has inexhaustible resources and no bonded indebtedness.

Tennessee, with an assessable property of \$506,005,366, has a bonded indebtedness of \$11,400,000; Alabama, with an assessable property of \$561,521,193, has a bonded indebtedness of \$9,057,000; Georgia, with an assessable property of \$681,608,608, has a bonded indebtedness of \$6,834,-202; South Carolina, with an assessable property of \$287,-132,019, has a bonded indebtedness of \$6,528,485; North Carolina, with an assessable property of \$639,713,962, has a bonded indebtedness of \$7,539,000; Virginia, with an assessable property of \$579,565,539, has a bonded indebtedness of \$24,986,959; Louisiana, with an assessable property of \$544,820,340, has a bonded indebtedness of \$11,108,300; Massachusetts has a bonded indebtedness amounting to \$116,234,162; New York has a bonded indebtedness amounting to \$79,730,630; Kentucky, with an assessable property of \$846,454,020, owes a deficit variously estimated to be somewhere between \$2,000,000 and \$2,500,000.

We must put Kentucky's latent, constructive ability to work if we would build up a great commonwealth. We can not succeed in this effort by hampering and crippling those institutions and agencies, of whatever name, created to educate citizens and to stimulate intelligent activity. Ruskin said: "There is only one cure for public distress, and that is public education directed to make men more thoughtful, merciful and just." Lord Macauley wrote: "For every pound you save in education, you will spill five in prosecutions, in prisons, in penal settlements." Thomas Jefferson wrote: "If the children are untaught, their ignorances and vices will, in the future, cost us much dearer in their consequences than it would have done in their correction by good education." If there is a peril in Kentucky, or any other State, it is the peril of penny ideas, the peril of incompetency, the peril of superstition, and the peril of ignorance.

With a little effort, we can double the earning capacity of our people; and when we do this, we will have more money for the necessities of life, for the comforts of home, for the building of railroads, for churches, for education, and for private and public improvements of all kinds. We must produce more and then we will have more to spend for ourselves and more to give away, and more for the current expenses of our government.

I heard the lamented Seaman A. Knapp, the great rural uplift champion and worker, say that if he could instruct each farmer in Kentucky for twenty minutes in the simple fundamentals of corn culture, and if they would faithfully do what he asked them to do, he could increase the annual corn yield five bushels per acre. This would increase the annual corn yield of the State 18,000,000 bushels; and at sixty cents per bushel, the increase would be worth \$10,800,000, enough to pay the deficit in the Treasury of Kentucky about four or five times; and enough, if transmuted into private and public improvement and into human efficiency, to solve many of the vital problems of life and to meet many of the industrial needs of our State. This twenty minutes is one of Kentucky's educational and financial opportunities which will be lost to the State unless saved through the education of its people. An opportunity of this kind certainly justifies an appropriation of a few thousand dollars to the educational agricultural interests of the State.

We planted in 1911, 3,500,000 acres of corn. Ohio planted a larger acreage. If Kentucky had made as much on each acre as Ohio, her yield would have been 43,200,000 bushels larger than it was; and at the rate of sixty cents per bushel, this increase would have been worth \$25,820,000 to our Commonwealth—enough to pay the Kentucky deficit nine or ten times. If the yield in Kentucky had been as large as the average yield of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania combined, our increase would have been 57,600,000 bushels, worth \$34,560,-000. If our yield had been as large per acre as Indiana, our corn crop, on the same acreage, would have been worth \$21,500,000 more than it was. An increase of four bushels per each acre of wheat planted in Kentucky would be worth \$3,120,000 to the State. If Kentucky had pro-

duced as many potatoes to the acre as the average of all the New England States, her yield would have been more than twice as large as it was; and if it had been as large as Wisconsin, it would have been considerably over three times as large as it was.

The leading crops of the State, in the order of their importance, if judged by value, are corn, \$50,449,000; tobacco, \$39,869,000; hay and forage, \$10,306,000; potatoes, \$2,724,000; and oats, \$1,216,000; making a total annual production of the six leading products worth \$113,376,000. All admit that, with a little effort on the part of each farmer, it would not be difficult to increase the yield of these six farm products at least 10 per cent. This increase would be worth annually \$11,337,600. Most people believe that we are not producing over one-half the amount we should produce; and that, with only a reasonable effort, we could increase our yield 20 per cent. This increase would be worth annually to the State of Kentucky \$22,675,200. I want to say in this connection that the State's recent efforts along the line of agricultural education have already stimulated the activities of the people and have increased their productive capacity, as shown by recent statistics in the increase of the yield of corn and other products. We have, however, just begun. Great achievements are ahead of us. Our greatest fiscal opportunity is in the land, in the mine, in the manufacturing and other interests. It is in Kentucky's natural resources; and our remedy lies in an intelligent and honest citizenship—a State's greatest asset. Childhood shows us the way to a greater Kentucky.

"Any man who attempts to reform the fiscal affairs of the State by curtailing legitimately, economically and efficiently administered material support to education and to the work of making a productive citizen, proceeds on the theory that the way to meet a deficit and stop a leak is to make the leak larger. He proceeds on the theory that the way to be rescued from a leaking boat is to sink the boat. He proceeds on the theory that the way to grow is to cut off the currents of life."

I do not want to appear in this discussion as one who holds up only the commercial advantages that come from a developed and trained life. I put great value upon the spiritual enjoyment that comes from the blessings of be-

ing educated. Education would pay a thousand fold even if it did not pay industrial dividends. I am only emphasizing that an investment in a good citizen pays two dividends, one in more life and one in more property. The first dividend alone justifies a supreme effort, for what is man in a democracy without noble ideas and a lofty vision but a slave? What is the true value of a State? James Russell Lowell, in his classic essay on Democracy, says:

"The true value of a country must be weighed in scales more delicate than the balance of trade. The garners of Sicily are empty now, but the bees from all climes still fetch honey from the tiny garden plot of Theocritus. On a map of the world you may cover Judea with your thumb and Athens with a finger-tip, and neither of them figures in the prices current; but they still lord it in the thought and action of every civilized man. Did not Dante cover with his hood all that was Europe six hundred years ago, and, if we go back one hundred years, where was Germany, outside of Weimar? Material success is good, but only as the necessary preliminary to better things. The true measure of a nation's success is the amount that it has contributed to the knowledge, the moral energy, the intellectual happiness, the spiritual hope and consolation of mankind. There is no other, let our candidates flatter as they may."

I believe in vocational and all other forms of training that will aid in living a complete life. I believe in vitalizing every inch of Kentucky soil with human life. I believe, all things being equal, that the citizen who produces seventy-five bushels of corn to the acre is a greater patriot than the one who produces fifty bushels of corn to the acre. I believe in an educational "policy that will reach the homes of the land, improve the productive capacity on the farm, in the factory and elsewhere, and make the State rich in material things; but I would make the motive that prompts the effort a love, a service, a moral enthusiasm that will stamp each dollar with integrity and give it a conscience that will transmute it back into life, into ideals, into freedom, into human efficiency. It would be better for us to die in a log hut and preserve our integrity, our chivalry and human sympathy, than to die rich in a mansion and be a commercialized, selfish people. Neither one is right. The remedy is in the proper use of our inalienable life and property privileges." The State has no higher function than to take advantage of these great opportunities.





Syracuse, N. Y.

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